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ABSTRACT

This summary for administrators describes the Cultural Literacy Test, which is designed to help monitor students' progress in attaining essential general knowledge and to serve as a rational means for assessing education in one of its most important dimensions: the achievement of functional literacy. Summary topics include test development, national standardization, technical information, scores and score reports, test items and objectives, uses and interpretation of test results, and test security. The test was developed by the Cultural Literacy Foundation with the support of the National Endowment for the Humanities. Two forms of the test for high school and college were standardized by the Riverside Publishing Company using a national stratified random sample of 5,283 students in grades 11 and 12. Primary evidence for the validity of the Cultural Literacy Test comes from its close relationship to the construct of cultural literacy and the acceptance of the construct by educators and the public. Raw scores and percentile ranks, machine scored by the Riverside Publishing Company, are available for groups and individuals. The classroom package includes a report for students and parents explaining test results. Each form contains 115 questions (test time 40 minutes) in the humanities, social sciences, and sciences. A 46-question sample test is included. Two tables present standardization data. (SLD)

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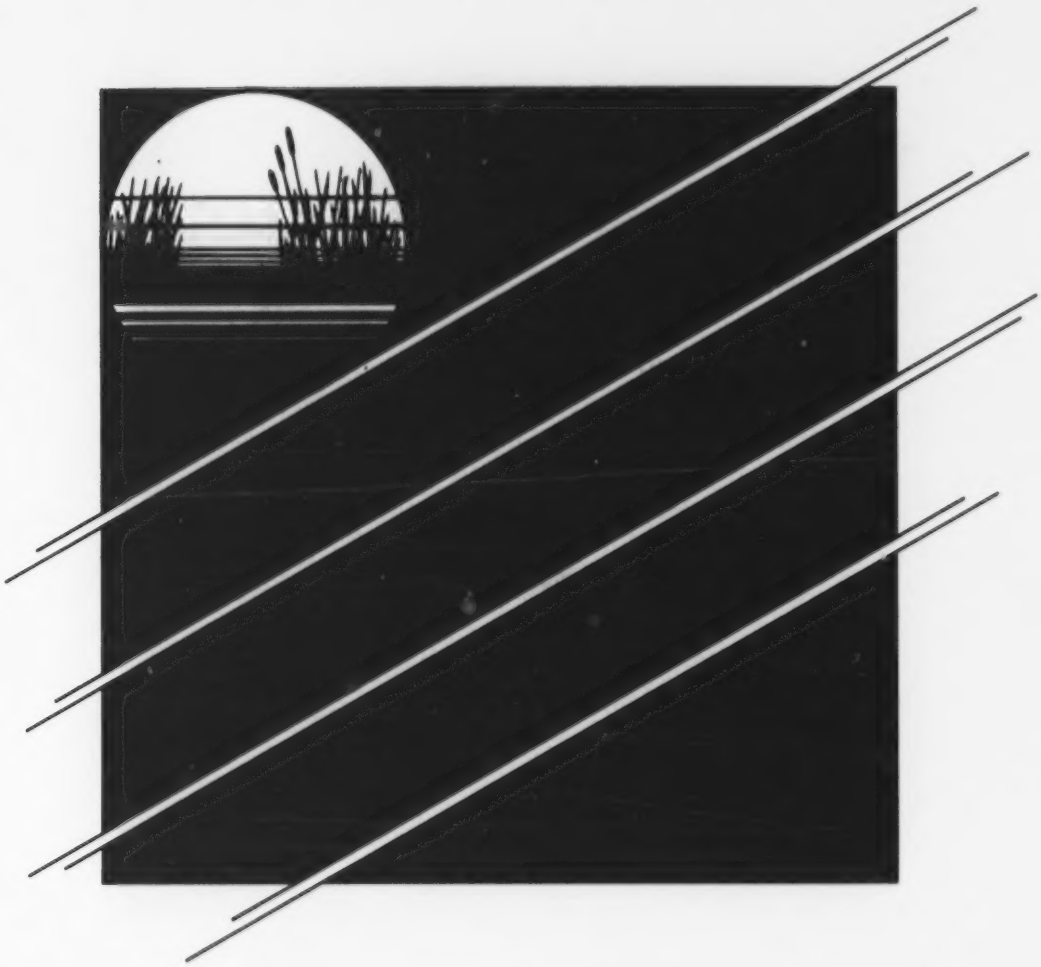
ADMINISTRATOR'S SUMMARY



CULTURAL LITERACY™ TEST

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CULTURAL LITERACY TEST

PROGRAM SUMMARY

Name of Test:
Cultural Literacy Test

■

Purpose:
To monitor students' progress in attaining general knowledge in the humanities, social sciences, and sciences

■

Author:
The Cultural Literacy Foundation

■

Forms:
Form A and Form B

■

Grade Levels:
High School Grades 11 and 12 and College

■

Number of Questions:
115 per Form

■

Testing Format:
Machine Scorable Test Booklets

■

Testing Time:
Fifty minutes of actual testing time

■

Scoring:
The Riverside Scoring Service

■

Scores:
Students' raw scores, national average raw scores, local percentile ranks, and national percentile ranks

■

Support Materials:
Cultural Literacy: What Every American Needs to Know
The Dictionary of Cultural Literacy
Guide to Cultural Literacy

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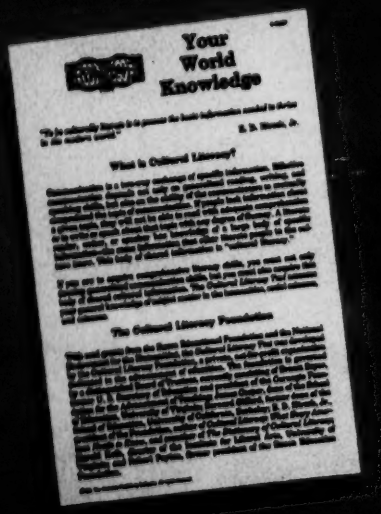
Your
World
Knowledge

What is Collaid Library?

The Collaid Library Foundation

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The Cultural Literacy Test

"To be culturally literate is to possess the basic information needed to thrive in the modern world."
E. D. Hirsch, Jr.

In the past several decades, functional literacy in the United States has been in decline. This decline is evident, not only among disadvantaged children, but also among children who come from more advantaged socioeconomic backgrounds. Illiteracy has reached a critical level at a time in world history when literacy is more important than ever. Today, in the technological era, universal literacy is all-important for ensuring an informed citizenry and a fully productive economy.

The *Cultural Literacy Test* will provide valuable information to anyone concerned about education in the United States. This test will help monitor students' progress in attaining essential general knowledge and will serve as a rational means for assessing education in one of its most important dimensions: the achievement of functional literacy. Thus, the *Cultural Literacy Test*, along with the other efforts to promote cultural literacy, will assist educators in imparting literate knowledge effectively.

The Guide to Cultural Literacy

On the individual student report provided by The Riverside Scoring Service, the student's total number of questions correct for each test objective is reported to students so they can become aware of relative strengths and weaknesses in their general knowledge. To help students improve their general world knowledge, the *Guide to Cultural Literacy*, an easy-to-read book organized around the twenty-three test objectives, provides both descriptive and motivational information about the objectives. The *Guide* also gives references for further reading and sources for additional information. This optional resource is available from Riverside's Customer Service Department.

The Cultural Literacy Foundation

Forms A and B of the *Cultural Literacy Test* were developed, with the generous support of the National Endowment for the Humanities, by the Cultural Literacy Foundation, a private, not-for-profit organization dedicated to the advancement of education. The foundation is governed by the following distinguished Board of Trustees:

Ernest Boyer, former U. S. Secretary of Education and president of the Carnegie Foundation for the Advancement of Teaching

James Cooper, dean of the School of Education, University of Virginia

Bernard Gifford, former dean of the School of Education, University of California, Berkeley

E. D. Hirsch, Jr., president of the Foundation, author of *Cultural Literacy: What Every American Needs to Know*, and coauthor of *The Dictionary of Cultural Literacy*

Harold Kolb, director of the Institute for Liberal Arts, University of Virginia

Robert Payton, former president of the Exxon Education Foundation

What the reviewers have to say...

"For the most part...the list strikes me as sensible and sound, and I think that in general Mr. Hirsch's proposal merits serious consideration. If it is something of a desperate remedy, it could also mark an important new beginning."

John Gross. "Books of the Times." Review of *Cultural Literacy*. New York Times. April 17, 1987.

"It is good for us that so many Americans are hearing and reading that what teachers know and can do is important—Hirsch would say necessary—for the effective functioning of our national community.

Donald J. Gray. "What *Does* Every American Need to Know?" Review of *Cultural Literacy*. *Phi Delta Kappan*, January 1988.

"There are things that literate Americans know, or, at any rate, know about. Is the list—and the author's assumptions regarding what literate Americans ought to know—too 'white'? Orlando Patterson, the black Harvard historian-sociologist, takes the question straight-on: 'The people who run society at the macro-level must be literate in this culture. For this reason, it is dangerous to overemphasize the problems of basic literacy or the relevancy of literacy to specific tasks, and more constructive to emphasize that blacks will be condemned in perpetuity to oversimplified, low-level tasks and will never gain their rightful place in controlling the levers of power unless they also acquire literacy in this wider cultural sense.'"

William Raspberry. "If you don't know anything, it's hard to learn anything." *Chicago Tribune*, September 6, 1987. (Editorial commentary on *Cultural Literacy*)

"*Cultural Literacy* has the great merit of challenging hundreds of thousands of readers to think about education."

Wayne C. Booth. "Cultural Literacy and Liberal Learning." *Change: The Magazine of Higher Learning*. July/August 1988.

"To acknowledge different forms of literacy is not to suggest that they should all be given equal weight. On the contrary, it is to argue that their differences are to be weighed against the capacity they have for enabling people to locate themselves in their own histories while simultaneously establishing the conditions for them to function as part of a wider democratic culture."

Stanley Aronowitz and Henry A. Giroux. "Schooling, Culture, and Literacy in the Age of Broken Dreams: A Review of Bloom and Hirsch." *Harvard Educational Review, 58,* May 1988.

Technical Information

Detailed reliability and validity information for the *Cultural Literacy Test* is contained on pages 22–27 of the *Manual for Administration and Interpretation* for the test. The following table reports summary statistics for the three subareas and the test composite for each form as gathered from the national standardization study:

Summary of National Weighted Raw Score Statistics

Test	Form	No. of Students	No. of Items	Mean	SD	Median	KR-20	SEM
Humanities	A	2690	40	21.16	6.73	20.96	.85	2.58
	B	2593	40	20.94	6.61	20.88	.85	2.58
Social Sciences	A	2690	50	28.60	9.31	28.57	.90	2.90
	B	2593	50	24.06	8.41	23.77	.87	3.00
Sciences	A	2690	25	14.20	4.90	14.16	.82	2.10
	B	2593	25	15.43	5.01	15.97	.83	2.08
Composite	A	2690	115	64.00	19.70	63.82	.95	4.41
	B	2593	115	60.43	18.75	60.87	.94	4.59

Reported are the number of students tested, the number of test questions, raw score means, standard deviations (SD), raw score medians, reliability coefficients (KR-20), and standard errors of measurement (SEM). The Kuder-Richardson Formula 20 estimate of internal consistency was used for estimating the reliability of the test forms. As can be seen from the reliability coefficients, the two forms are highly reliable. Standard errors of measurement represent the effect of factors leading to inconsistency in student performance. The relatively low magnitude of these figures for the *Cultural Literacy Test* compares favorably with measures of student performance on other tests.

There is no single criteria by which a test may be judged as having validity. "In the end, the responsibility for valid use of the test rests on the person who interprets it. The published research merely provides the interpreter with some facts and concepts. He has to combine these with his other knowledge about the persons he tests...."* Test content, test structure, and statistical data are all useful for such evaluation, but should always be interpreted in relation to the user's purpose for testing. The primary evidence for the validity of the *Cultural Literacy Test* comes from its close relationship to the construct of cultural literacy, as defined by the authors, and from the acceptance of this construct by various reviewers, educators, and the general public.

*Cronbach, Lee J. "Test Validation." *Educational Measurement*. Robert L. Thorndike, Ed. Washington, D.C.: American Council on Education, 1971.

National Standardization

Forms A and B of the *Cultural Literacy Test* were standardized by The Riverside Publishing Company in April and May of 1988. A national, stratified random sample was drawn. Participating schools are listed below.

Each eleventh or twelfth grade student in the participating schools was administered either Form A or Form B randomly on an alternate-seat basis. A total of 5,283 students participated in the national standardization study. The numbers of students who took each form at each grade level are reported in the table below:

Numbers of Students Tested in the National Standardization Study

FORM	GRADE 11	GRADE 12	TOTAL
A	1275	1415	2690
B	1204	1389	2593
TOTAL	2479	2804	5283

Schools Participating in the National Standardization

CALIFORNIA
- LaPuenta: Bishop Amat High School
- Palos Verdes: Palos Verdes U.S.D.
- Playa Del Rey: St. Bernard High School
- Stockton: Stockton U.S.D.
- Torrance: Bishop Montgomery High School

FLORIDA
- Lakeland: Lakeland Senior High School
- St. Augustine: Saint Joseph Academy

GEORGIA
- Hogansville: Hogansville High School
- McRae: Telfair County Schools
- Trenton: Northwest Georgia High School

ILLINOIS
- Chicago: Jones Metro High School, Curie High School
- Riverside: Riverside Brookfield High School
- Rockford: Diocese of Rockford

KANSAS
- Overland Park: Blue Valley U.S.D. #229

MASSACHUSETTS
- North Dartmouth: Bishop Stang High School

MICHIGAN
- Flint: Kearsley High School

MISSOURI
- Florissant: Fergusson-Florissant S.D.
- St. Louis: Affton High School

NEVADA
- Reno: Washoe County School District

NEW JERSEY
- Boonton: Boonton Public Schools

NEW YORK
- Rome: Rome Free Academy

OHIO
- University Heights: Cleveland Heights - University Heights

OREGON
- Corvallis: Corvallis School District 509J

PENNSYLVANIA
- Ducannon: Susquenita School District
- Fort Washington: Upper Dublin School District

SOUTH CAROLINA
- Greenville: Greenville County School District

TEXAS
- Houston: Hastings North High School, Hastings South High School

VIRGINIA
- Charlottesville: Charlottesville Public Schools
- Hampton: Hampton City Schools
- Nottoway: Nottoway County Public Schools

WASHINGTON
- Linnwood: Meadowdale High School

What E. D. Hirsch says...

"The real test of any educational idea is its usefulness. We...hope and expect that no one will be willing to stop with cultural literacy as a final educational aim. Cultural literacy is a necessary but not sufficient attainment of an educated person. Cultural literacy is shallow; true education is deep. But our analysis of reading and learning suggests the paradox that broad, shallow knowledge is the best route to deep knowledge. Because broad knowledge enables us to read and learn effectively, it is the best guarantee that we will continue to read, and learn, and deepen our knowledge. True literacy has always opened doors—not just to deep knowledge and economic success, but also to other people and other cultures."

The Dictionary of Cultural Literacy. Houghton Mifflin Company. 1988.

Test Development

The development of content specifications for the *Cultural Literacy Test* began with comprehensive lists of terms, concepts, and the names of people associated with the three test subareas: Humanities, Social Sciences, and Sciences. An initial list was published as the appendix to *Cultural Literacy: What Every American Needs to Know*. The list development procedure is summarized below:

1. Suggested list entries were gathered through consultation with experts in all academic disciplines.

2. The authors developed a number of criteria for whether or not an entry belonged on the lists:

   a. Would the editors of a major newspaper or similar publication use this term without explaining it? If the answer was affirmative, the word stayed; otherwise, it was discarded.

   b. Is the idea *above the line* or *below the line*? A concept was *above the line*, and excluded from the lists, if it was so complex or specialized that it was likely to be known only by an expert. Topics such as the names of colors or animals were considered *below the line* because they are known by virtually everyone, educated or not.

   c. Does the idea have lasting significance? If an entry has been widely recognized for at least 15 years or seems likely to be recognized by a majority of people 15 years from now, that entry was retained on the lists.

3. In addition, an effort was made to include less traditional elements of our culture, particularly elements from the experiences and backgrounds of minority groups in our nation, as well as elements that reflect the worldwide character of modern life.

4. Completed lists were then reviewed by individuals in various fields of expertise. Expanded and more comprehensive lists with definitions/explanations form the basis for *The Dictionary of Cultural Literacy*. The content of Forms A and B of the *Cultural Literacy Test* was based on these lists.

The authors realize that the choice of entries included in and excluded from the *Cultural Literacy Test* is open to debate. *Cultural Literacy: What Every American Needs to Know* documents the need to define the content of literacy. The attempt to create comprehensive lists of literacy concepts is an ongoing project directed by the Cultural Literacy Foundation. The foundation address is provided below:

Cultural Literacy Foundation
2012-B Morton Drive
Charlottesville, VA 22901

Scores and Score Reports

Scores

Two different types of scores for the *Cultural Literacy Test* are reported by The Riverside Scoring Service. The first type is a derived score, percentile rank (PR), generated as a result of the national standardization study. National percentile ranks (NPRs) compare a student's performance with the performance of the students who participated in the national standardization study. Say, for example, that a Humanities subarea raw score of 25 is converted into an NPR of 71 based on the normative data. This conversion means that the student who received this raw score for this subarea did as well as or better than 71% of the students who participated in the national standardization study. Only 29% of the standardization sample students scored higher than this student in the Humanities subarea. Local PRs compare a student's performance with the performance of other students in the local group.

The second type of score is a raw score, which is simply a number of questions that were answered correctly. Raw scores are reported for each of the twenty-three test objectives listed on the next page. There are five test questions for each objective. A raw score of 3 for an objective means that three of the five questions for that objective were answered correctly.

Score Reports

Two types of score reports are provided by The Riverside Scoring Service. The first is the group score report, which provides for each student in the class the composite NPR, the composite local PR, and national and local PRs for each of the three subareas: Humanities, Social Sciences, and Sciences. Group average national and local PRs for the class are also reported. For criterion-referenced interpretation of test results, students' raw scores, and national and class average raw scores for each of the twenty-three objective areas are included on the group report. Similarly constituted building and system reports are also available from the scoring service.

The second type of report is an individual press-on label report, which is provided for reporting composite and subarea national and local PRs to students and their parents. Test objective raw scores are provided to students so that they can learn about specific areas of strength and weakness in their general knowledge. There is a space to affix this label provided on the student report brochure "Your World Knowledge," which is described below and pictured on page 2 of this summary. The *Guide to Cultural Literacy*, which is available to help students find out how to learn more about the subjects included on the test, is described on page 3.

Sample score reports are illustrated on page 19 of this Administrator's Summary.

"Your World Knowledge"

The *Cultural Literacy Test* classroom package includes 35 copies of the report brochure "Your World Knowledge" for reporting test results to students and parents. This brochure briefly describes the test rationale and objectives, and gives an explanation of the meaning of test scores. It emphasizes to students and parents that the *Cultural Literacy Test* is intended solely to point the direction toward greater literacy. The *Guide to Cultural Literacy*, published by The Riverside Publishing Company, and *The Dictionary of Cultural Literacy*, published by Houghton Mifflin Company, are but two of many resources students can use to work toward increasing their quota of the shared knowledge that is the essence of literacy.

Items and Objectives

Forms A and B of the *Cultural Literacy Test* comprise 115 questions each. The three subareas represented—Humanities, Social Sciences, and Sciences—and the twenty-three test objectives, which correspond to the sections of the *Guide to Cultural Literacy* and *The Dictionary of Cultural Literacy*, are listed below. In each test form, there are five questions representing each test objective:

Humanities

1. The Bible
2. Mythology and Folklore
3. Proverbs
4. Idioms
5. World Literature, Philosophy, and Religion
6. Literature in English
7. Conventions of Written English
8. Fine Arts

Social Sciences

1. World History to 1550
2. World History since 1550
3. American History to 1865
4. American History since 1865
5. World Politics
6. American Politics
7. World Geography
8. American Geography
9. Anthropology, Psychology, and Sociology
10. Business and Economics

Sciences

1. Physical Sciences and Mathematics
2. Earth Sciences
3. Life Sciences
4. Medicine and Health
5. Technology

Uses and Interpretation of Test Results

The proper use of test results is to improve instruction. It is not appropriate to label students literate or illiterate solely on the basis of their scores on the *Cultural Literacy Test*. The five questions that represent each test objective evaluate only part of the subject matter of that objective. Even a perfect score on the test does not mean total mastery of the sum total of cultural knowledge. However, test results that are appropriately interpreted can help students and teachers make better informed decisions about future educational goals.

Test Security

Riverside has taken several precautions to protect test security. First, the *Cultural Literacy Test* is available only in a machine-scorable booklet format. Examinees will consume the test booklet by marking in it. Second, after testing, test booklets are sent to The Riverside Scoring Service for processing in a secure environment.

Additional test security is provided by information available only from Riverside's Customer Service Department: answer keys, norms tables, and the identification of which test questions relate to which test objectives are available only to authorized testing personnel. This policy will help ensure control of information that can compromise test security.

However, the test user must also take responsibility for test security. A student who correctly answers a question about a specific Greek myth knows about only one of many possible references to myths and legends. This one piece of knowledge may not be inherently important. Even the five *Cultural Literacy Test* questions on Mythology and Folklore are important only as samples of the very large domain of myths and legends. One may assume that students who correctly answer most of the items in this objective area are well informed in the area *only if the students have not been coached*. The usefulness of students' test results is dependent on an individual test item being no more, and no less, familiar to students than is the entire body of knowledge from which the item was taken. Any student who has been given specific information about test content has an unfair advantage over others whose test performance is not based on prior knowledge of test content. Only an uncoached performance on the test can provide an honest measure of students' knowledge of the entire domain of the test. Therefore, test security is of paramount professional concern.

Sample Test

The following six pages contain sample test questions. The table on page 18 provides a correct response key for the sample test, and also an identification of which sample questions relate to which test subareas. These sample questions are *not* included on Forms A and B of the test, but are similar to actual *Cultural Literacy Test* questions. As stated earlier, access to the published tests is carefully monitored in order to protect test security.

Directions: Choose the *one best answer* to each of the following questions.

1. **Who painted the *Mona Lisa*?**

   Ⓐ El Greco
   Ⓑ Renoir
   Ⓒ da Vinci
   Ⓓ Giotto
   Ⓔ Picasso

2. **Who was the commander of the Union troops at the end of the Civil War?**

   Ⓕ Ulysses S. Grant
   Ⓖ Stephen A. Douglas
   Ⓗ Robert E. Lee
   Ⓘ John Brown
   Ⓙ Thomas "Stonewall" Jackson

3. **In which state is Atlanta located?**

   Ⓚ Alabama
   Ⓛ Mississippi
   Ⓜ South Carolina
   Ⓝ Georgia
   Ⓞ Florida

4. **In classical mythology, who performed the twelve great labors?**

   Ⓟ Achilles
   Ⓠ Oedipus
   Ⓡ Perseus
   Ⓢ Hercules
   Ⓣ Theseus

5. **Which American president said that his policy was to "speak softly and carry a big stick"?**

   Ⓤ Andrew Jackson
   Ⓥ Harry S Truman
   Ⓦ James Monroe
   Ⓧ Dwight D. Eisenhower
   Ⓨ Theodore Roosevelt

6. **Where is the Suez Canal?**

   Ⓐ India
   Ⓑ Egypt
   Ⓒ Panama
   Ⓓ China
   Ⓔ Turkey

7. **In classical Greek mythology, who was the beautiful woman whose abduction started the Trojan War?**

   Ⓕ Helen
   Ⓖ Penelope
   Ⓗ Dido
   Ⓘ Persephone
   Ⓙ Cassandra

8. **What was the site of the surprise attack by Japanese armed forces which brought the United States into World War II?**

   Ⓚ Normandy
   Ⓛ Iwo Jima
   Ⓜ Anzio
   Ⓝ Stalingrad
   Ⓞ Pearl Harbor

9. **What is the capital of Japan?**

   (P) Bangkok
   (Q) Singapore
   (R) Tokyo
   (S) Manila
   (T) Hanoi

10. **What is the term for a letter or group of letters added to the end of a word?**

    (U) an index
    (V) an expletive
    (W) a thesis
    (X) an antonym
    (Y) a suffix

11. **Which form of social organization was predominant in Europe during the Middle Ages?**

    (A) nationalism
    (B) socialism
    (C) feudalism
    (D) colonialism
    (E) egalitarianism

12. **What is the term for the area at the center of a hurricane?**

    (F) the throat
    (G) the eye
    (H) the navel
    (I) the spine
    (J) the mouth

13. **In grammar, what is the term for words that modify nouns?**

    (K) adjectives
    (L) nouns
    (M) prepositions
    (N) adverbs
    (O) pronouns

14. **Who was the Carthaginian general who crossed the Alps with his elephants on his way to attack Rome?**

    (P) Tutankhamen
    (Q) Attila
    (R) Pericles
    (S) Darius
    (T) Hannibal

15. **Which of the following is <u>not</u> a form of precipitation?**

    (U) hail
    (V) rain
    (W) sleet
    (X) snow
    (Y) wind

16. **Select the word which correctly completes the following proverb: "Half a _____ is better than none."**

    (A) heart
    (B) loaf
    (C) job
    (D) thought
    (E) buck

17. **Which twentieth-century statesman led India to independence from Britain?**

Ⓕ Gandhi
Ⓖ Hirohito
Ⓗ Nasser
Ⓘ Sukarno
Ⓙ Ho Chi Minh

18. **Which of these elements is naturally radioactive?**

Ⓚ lithium
Ⓛ potassium
Ⓜ helium
Ⓝ uranium
Ⓞ magnesium

19. **Select the word which correctly completes the following proverb: "You can't teach an old _____ new tricks."**

Ⓟ dog
Ⓠ bird
Ⓡ cat
Ⓢ horse
Ⓣ lion

20. **Who was the queen of France at the time of the French Revoution?**

Ⓤ Elizabeth I
Ⓥ Joan of Arc
Ⓦ Marie Antoinette
Ⓧ Catherine the Great
Ⓨ Anne Boleyn

21. **Which of the following planets is famous for the rings which surround it?**

Ⓐ Mars
Ⓑ Saturn
Ⓒ Pluto
Ⓓ Venus
Ⓔ Uranus

22. **According to Irish legend, which of the following should you kiss if you wish to become an eloquent talker?**

Ⓕ Davy Jones's Locker
Ⓖ the Gordian Knot
Ⓗ the Sword of Damocles
Ⓘ Joseph's Cup
Ⓙ the Blarney Stone

23. **Which of the following was a twentieth-century psychologist?**

Ⓚ Carl Jung
Ⓛ Thomas Mann
Ⓜ Gregor Johann Mendel
Ⓝ Rainer Maria Rilke
Ⓞ Willy Brandt

24. **Which of the following is a cold-blooded animal?**

Ⓟ a dog
Ⓠ a bird
Ⓡ a snake
Ⓢ a seal
Ⓣ a cow

25. **Which of the following expressions refers to an annoying burden?**

Ⓤ a fish out of water
Ⓥ an albatross around your neck
Ⓦ a bull in a china shop
Ⓧ a red herring
Ⓨ a dog in the manger

26. **What is the term in psychology for an unreasonable fear of something?**

Ⓐ megalomania
Ⓑ Oedipus complex
Ⓒ narcissism
Ⓓ schizophrenia
Ⓔ phobia

27. **To which group of animals does a frog belong?**

Ⓕ amphibians
Ⓖ invertebrates
Ⓗ arthropods
Ⓘ reptiles
Ⓙ crustaceans

28. **Which Shakespearean character killed his wife in a jealous rage?**

Ⓚ Hamlet
Ⓛ King Lear
Ⓜ Julius Caesar
Ⓝ Othello
Ⓞ Romeo

29. **In which activity do people engage when they refuse to buy a particular product in an effort to bring about social change?**

Ⓟ a layoff
Ⓠ a tariff
Ⓡ a boycott
Ⓢ a strike
Ⓣ a quota

30. **Which organ in the human body secretes bile?**

Ⓤ the liver
Ⓥ the colon
Ⓦ the duodenum
Ⓧ the pancreas
Ⓨ the kidney

31. **Who is the evil side of Dr. Jekyll?**

Ⓐ Mr. Rochester
Ⓑ Dr. Watson
Ⓒ Captain Ahab
Ⓓ Mr. Hyde
Ⓔ Dr. Frankenstein

32. **If a merchant lowers the price of a particular product, what is being offered to the customer?**

Ⓕ a franchise
Ⓖ a commission
Ⓗ a subsidy
Ⓘ a bounty
Ⓙ a discount

33. **What is the term for the colored part of the human eye which surrounds the pupil?**

(K) the cornea
(L) the optic disk
(M) the lens
(N) the retina
(O) the iris

34. **Which literary character sold his soul to the devil in exchange for power and knowledge?**

(P) Tristan
(Q) Candide
(R) Aeneas
(S) Faust
(T) Odysseus

35. **What is the acronym for the military alliance between the United States and most of the countries of western Europe?**

(U) OAS
(V) GOP
(W) NATO
(X) IRA
(Y) OPEC

36. **To what does the term Celsius refer?**

(A) an artificial satellite
(B) a temperature scale
(C) a chemical element
(D) a planet outside our solar system
(E) a region of the earth's atmosphere

37. **Who was the Greek dramatist who wrote *Oedipus Rex*?**

(F) Aristotle
(G) Sophocles
(H) Herodotus
(I) Plato
(J) Archimedes

38. **Which of the following individuals hopes for extreme and rapid changes in society?**

(K) a conservative
(L) a moderate
(M) a radical
(N) a liberal
(O) a reactionary

39. **What is the term for a material which prevents the passage of heat or electricity?**

(P) a transistor
(Q) an insulator
(R) a superconductor
(S) a reactor
(T) a buffer

40. **In the parable told by Jesus, who was the only passerby to help a person who had been robbed and beaten?**

(U) the Phoenician
(V) the Syrian
(W) the Persian
(X) the Samaritan
(Y) the Ephesian

41. **Which of the following rights is <u>not</u> guaranteed by the First Amendment to the U.S. Constitution?**

   (A) the right to the free exercise of religion
   (B) the right to assemble peacefully
   (C) the right to free speech
   (D) the right to a trial by jury
   (E) the right to petition the government for a redress of grievances

42. **According to the Old Testament, what body of water did God miraculously part to help the Israelites escape from the Egyptians?**

   (F) the Red Sea
   (G) the Persian Gulf
   (H) the Jordan River
   (I) the Strait of Hormuz
   (J) Lake Tiberias

43. **Which of the following is a law-enforcement agency of the government of the United States?**

   (K) EPA
   (L) FBI
   (M) IRS
   (N) JCS
   (O) DOD

44. **Which song begins with "Mine eyes have seen the glory of the coming of the Lord"?**

   (P) "America the Beautiful"
   (Q) "The Star-Spangled Banner"
   (R) "This Land is Your Land"
   (S) "The Battle Hymn of the Republic"
   (T) "Columbia, the Gem of the Ocean"

45. **In what month is Lincoln's birthday celebrated?**

   (U) January
   (V) February
   (W) March
   (X) April
   (Y) May

46. **What is Old Faithful?**

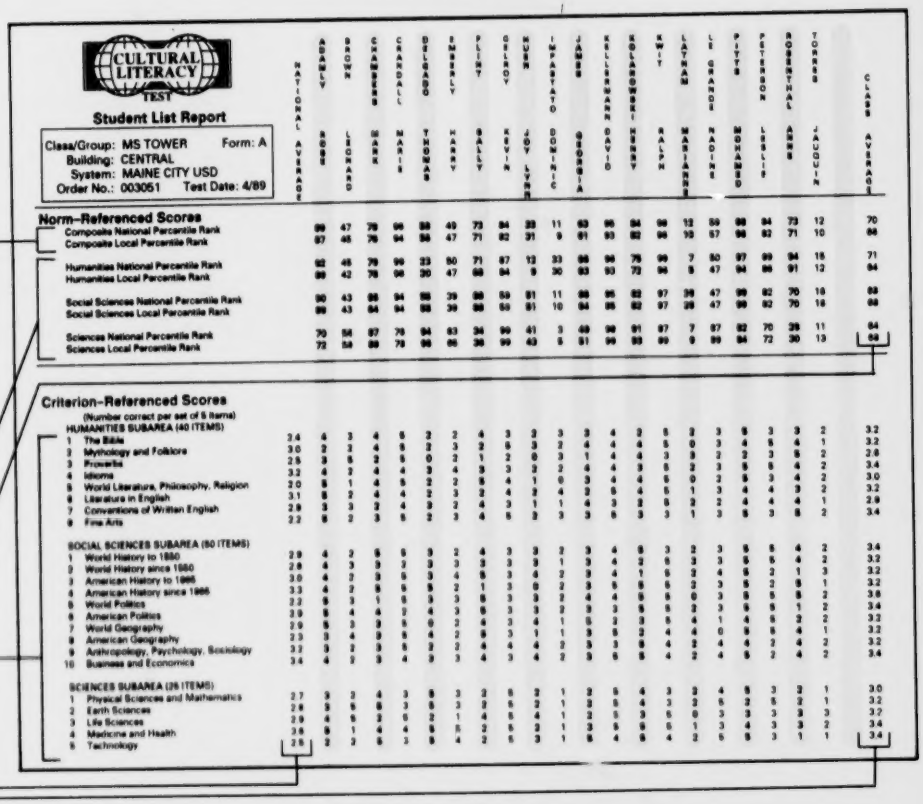
   (A) a waterfall
   (B) a river
   (C) a geyser
   (D) a whirlpool
   (E) a spring

Test Questions by Subareas and Correct Response Key for the Sample Cultural Literacy Test

Test Question	Humanities	Social Sciences	Sciences	Correct Response
1	X			C
2		X		F
3		X		N
4	X			S
5		X		Y
6		X		B
7	X			F
8		X		O
9		X		R
10	X			Y
11		X		C
12			X	G
13	X			K
14		X		T
15			X	Y
16	X			B
17		X		F
18			X	N
19	X			P
20		X		W
21			X	B
22	X			J
23		X		K
24			X	R
25	X			V
26		X		E
27			X	F
28	X			N
29		X		R
30			X	U
31	X			D
32		X		J
33			X	O
34	X			S
35		X		W
36			X	B
37	X			G
38		X		M
39			X	Q
40	X			X
41		X		D
42	X			F
43		X		L
44	X			S
45		X		V
46		X		C
TOTAL	16	20	10	

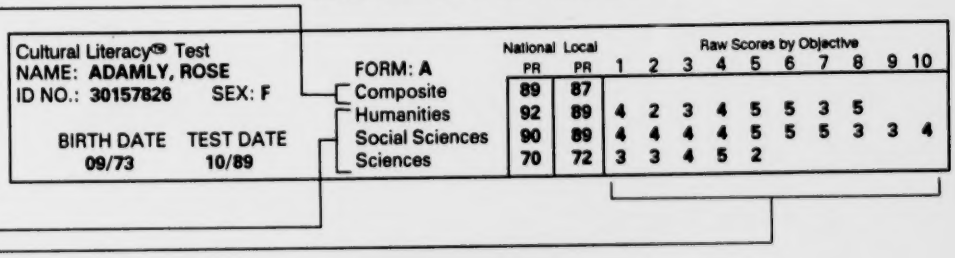
Cultural Literacy™ Test Scoring and Reporting

Student List Report



- Composite National and Local Percentile Ranks
- Subarea National and Local Percentile Ranks
- Class Average Percentile Ranks
- Raw Scores by Test Objective
- National Average Raw Scores
- Class Average Raw Scores

Individual Press-On Label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NAME: ADAMLY, ROSE
ID NO.: 30157826 SEX: F
BIRTH DATE 09/73
TEST DATE 10/89
FORM: A
National PR
Local PR
Raw Scores by Objective
1 2 3 4 5 6 7 8 9 10
Composite 89 87
Humanities 92 89 4 2 3 4 5 5 3 5
Social Sciences 90 89 4 4 4 4 5 5 5 3 3 4
Sciences 70 72 3 3 4 5 2

- Composite National and Local Percentile Ranks
- Subarea National and Local Percentile Ranks
- Raw Scores by Test Objective

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